



FRIENDS' SCHOOL LISBURN

BEHAVIOUR POLICY

AIM

To provide guidance on the promotion of positive behaviour amongst pupils and between pupils and adults and to provide a procedure for responding to situations where behaviour is inappropriate.

The encouragement of positive behaviour will:

- help to create the conditions in which effective learning and teaching may take place
- help pupils to develop appropriate personal and social skills
- promote an atmosphere of tolerance and mutual respect
- help School to function as a community

UNDERLYING PRINCIPLES

- A** The approach to pupil behaviour is determined by the values of Friends' School which are inherent in our Pastoral Care Policy.
- B** Positive behaviour is encouraged when there is a clear awareness of standards, expectations and responsibilities amongst parents, pupils and School staff.
- C** Strategies to encourage positive behaviour will be more prominent than the use of sanctions.
- D** Instances of inappropriate behaviour are reduced by a consistent and fair application of agreed procedures and sanctions.

DESIRABLE BEHAVIOUR

In the community of Friends' School, pupil behaviour is encouraged which:

- shows respect for and tolerance of the rights, ideas and feelings of others
- reflects an awareness of the need for personal responsibility and self-discipline
- contributes to a sense of order and creates a safe and secure environment
- encourages achievement and personal development
- reflects positively on individuals and on the School
- can be acknowledged positively
- takes care of books, equipment and the physical environment

While the above should be sufficient to provide guidelines for life in School, procedures and sanctions are also necessary.

RESPONDING TO INAPPROPRIATE BEHAVIOUR

In the event of behaviour which is contrary to the values of School or is in contravention of school rules, sanctions, which are not necessarily punitive, will be applied. The rationale behind the use of sanctions is to intervene at an early stage in an attempt to educate pupils in personal responsibility, to encourage self-discipline and to change future behaviour.

Sanctions operate successfully when:

- all pupils are aware of the School's expectations and their own responsibilities
- all staff take responsibility for the monitoring of pupil behaviour and use consistently an agreed hierarchy of sanctions
- the response is to the behaviour and not a comment on a pupil
- an opportunity for restitution is provided

Whilst the individual circumstances of each incident will be taken into account when applying a sanction, a consistency of response, using agreed procedures, is desirable.

The appropriateness and effectiveness of these sanctions will be reviewed annually.

** Exceptionally, the Board of Governors may, at its discretion, delay any sanction applied under this Behaviour Policy pending the outcome of any related criminal investigation.**

A Response of SUBJECT TEACHER

- Discussion with Pupil
- Verbal Reprimand
- Verbal Apology
- Written Apology
- Completion of School Code of Behaviour/additional work
- Completion of Class based task
- Change of Class Seating Plan
- Supervised Short Detention
- Referral to Head of Department - for Subject related incidents
- Referral to Head of Year - for Behaviour incidents

B Response of COLLECT TEACHER

- Discussion with Pupil
- Verbal Reprimand
- Verbal Apology
- Written Apology
- Completion of School Code of Behaviour
- Change of Collect Seating Plan
- Referral to Head of Year

C Response of HEAD OF DEPARTMENT

- Discussion with Pupil/Subject Teacher
- Verbal Reprimand
- Departmental Detention - for Subject related incidents
- Referral to Head of Year - for Behaviour incidents
- Temporary Removal from class

D Response of YEAR TEACHER

- Discussion With Pupil/Teacher(s)
- Verbal Reprimand
- Verbal Apology
- Written Apology
- Completion of School Code of Behaviour
- Discussion with Parent(s)
- LUNCH TIME Detention
- Completion of School based Task
- Use of Card to monitor
Behaviour/Organisation/Punctuality/Attendance/Application
- AFTER SCHOOL Detention
- Referral to Mentor
- Referral to School Counsellor
- Referral to Head of School
- Referral to Vice Principal Pastoral

E Response of HEAD OF SCHOOL

- Discussion with Pupil/Year Teacher
- Verbal Reprimand
- Written Apology
- Discussion with Parent(s)
- Completion of School based Task
- AFTER SCHOOL Detention
- SATURDAY Detention
- Referral to Mentor
- Referral to School Counsellor
- Referral to Vice Principal Pastoral

F Response of VICE PRINCIPAL

- Discussion with Pupil/Head of School/Year Teacher
- Verbal Reprimand
- Written Apology
- Discussion with Parent(s)
- Completion of School based Task
- AFTER SCHOOL Detention (3+)
- SATURDAY Detention (2 in one year)
- Withdrawal of privileges for a fixed period
- Temporary Removal from Class
- Referral to School Counsellor
- Referral to Principal
- Referral to outside agencies

G Response of PRINCIPAL

- Discussion with Vice Principal/Head of School/Year Teacher
- Discussion with Parent(s)
- SATURDAY Detention
- Permanent withdrawal of privileges
- Referral to School Counsellor
- Referral to outside agencies
- Suspension considered (separate procedure)
- Expulsion considered (separate procedure)

A An **OCCASIONAL** instance of inappropriate behaviour is sanctioned by a **Subject Teacher** or a **Collect Teacher**:

- Failure to produce Homework/Coursework
- Careless Homework/Classwork
- Forgotten books/equipment/kit
- Lateness to Class/Collect
- Inappropriate uniform
- Inappropriate behaviour in Class/Collect eg speaking out/inappropriate questions or comments/mobile phone switched on

B **PERSISTENT** instances of above behaviour (2/3 times) and additional breaches of School's Code of Behaviour are referred to and sanctioned by a **Head of Department** or a **Year Teacher**.

1. REFERRAL TO HEAD OF DEPARTMENT:

- Persistent failure to produce Homework/Coursework
- Persistent failure to bring correct books/equipment to class
- Persistent lack of application in class
- Abuse of departmental property

2. REFERRAL TO YEAR TEACHER:

- Persistent violation of uniform regulations
- Truancy from Class/Collect/School
- Persistent lateness to Class/Collect/School
- Bullying type behaviour
- Disrespect to Subject/Collect teacher/peers in speech or gesture
- Abusive language
- Smoking
- Other inappropriate behaviour - rudeness/disobedience/disruptiveness

C **CONTINUED** instances of the above behaviour and more serious breaches of School's Code of Behaviour are referred to the **Head of School/Vice Principal**:

- ALL above
- Truancy from School
- Physical aggression
- Defiance
- Abuse of School property
- Stealing

D **CONTINUED** instances of above behaviour and further serious breaches of School's Code of Behaviour are referred to the **Vice Principal/Principal**:

- ALL above
- Misuse of alcohol and drugs